

The 14th International Conference of School as Learning Community

**Enacting Democracy at Classrooms,
Staffrooms and Communities:
A Keystone for Collaborative Inquiry of
School as Learning Communities**

Abstracts

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Keynote Speeches

October 17

Keynote 1 **Manabu Sato**

Enacting Democracy at Classrooms, Staffrooms and Communities: A Keystone for Collaborative Inquiry of School as Learning Communities

“Democracy” is one of the three philosophies of the School as a Learning Community (SLC) approach, alongside “public philosophy” and “pursuit of excellence.” The concept of democracy in the SLC is based on John Dewey’s concept of philosophy. Dewey stated that: (1) the school is “the embryo of democracy” (1900); (2) democracy is “a mode of associated living” (1916); and (3) democracy is prepared through communication by listening and is “the idea of community life itself” (1927). These three points are embodied in the SLC’s philosophy of democracy as follows.

- ① SLC fosters a community of inquiry and collaboration based on “listening relation” in classrooms and faculty rooms. (Listening pedagogy)
- ② SLC fosters a community of inquiry and collaboration in which every single child and teacher is a “protagonist (main actor)” of learning. (democratic community based on participation and duty)
- ③ Through this democratic community, SLC advances learning from “understanding” to “public appropriation” and further to “commonizing.”

In school reform, the realization of democracy is one of the main purposes; at the same time, it also involves creating the sociopolitical context for reform. In this keynote address, I will elucidate the “process” of how democracy functions within SLC’s reform, how students and teachers become the sovereigns of their own learning, and how inquiry and collaboration within a democratic community are realized, while presenting concrete cases of these practices.

Keynote 2 **Seong-hoon Do**

The 2026 Great Transition of AI Agents: Education and Democracy Pioneered by '읽글' and 'Professional Learning Communities'

In this era of great transition where autonomous AI agents perform complex tasks, the essence of public education lies not in competing with technological speed, but in nurturing autonomous individuals who ask their own questions and respect the differences of others. The time saved as technology alleviates repetitive mechanical labor should not be spent maximizing sheer efficiency, but converted into uniquely human values: slowness, reflection, listening, and care. It is through slowness that we can truly comprehend the lives of others and humbly refine our own thoughts.

Incheon Education moves away from uniform metrics, presenting the educational philosophy of Gyeoldae-ro Jaram (growth according to one's own individuality) and its embodiment, 읽글 (Ilk-Geot-Sseu, it means

Read-Walk-Write). Listening through reading, connecting knowledge with life through walking, and sharing through writing cultivate student agency—enabling them to question and determine the personal meaning of learning amidst easy answers provided by AI. The 3rd-year longitudinal study on Incheon Gyeoldae-ro Jaram Schools substantiates that these practices have enhanced students' learning choices, autonomy, and self-esteem, while firmly establishing a democratic school culture.

Democratic classrooms are achieved only when teachers first stand as subjects of learning and growth. Incheon's Professional Learning Communities (PLCs) transform teachers' rooms from administrative spaces into collegial learning hubs, guiding educators to read the nuanced process of student learning rather than mere end products. Thousands of in-school and inter-school PLCs build professional expertise and emotional safety nets by candidly sharing not only success stories but also struggles and failures.

Keynote 3 **Christine Kim Eng Lee**

Learning Together, Flourishing Together: Schools as Learning Communities (SLC) and the Pursuit of Human Flourishing

This keynote explores how Manabu Sato's **Schools as Learning Communities (SLC)** framework can serve as a practical architecture for realizing human flourishing as a core purpose of education. Drawing on the OECD's (2025) emphasis on human agency, meaning and security, it reframes the purpose of schooling beyond the acquisition of knowledge, credentials and competitive performance towards the development of meaning, agency, capabilities, relationships and contribution. SLC is conceptualized not simply as a pedagogical reform model, but as an ecology for human flourishing, grounded in three interlocking principles: **public mission**, **democracy** and **excellence** (Sato, 2008). These principles are enacted through collaborative “jump” tasks, triadic listening and teacher-led lesson study, creating classrooms characterized by dialogue, mutual respect, inquiry and care (Saito, Murase, Tsukui, & Yeo, 2015; Sato, 2019; Zhang & Fang, 2024). Such practices can challenge hierarchies of ability, reduce isolation and restore dignity to learning as a relational and meaning-making process.

The keynote further examines how SLC's public dimension extends flourishing beyond the classroom by engaging parents and communities and positioning schools as spaces of collective learning and social trust. It argues that SLC provides a layered framework connecting classroom, teacher, leadership, school and community around a shared purpose: enabling people to learn, belong, contribute and flourish. It concludes with a provocation: perhaps the deeper purpose of school reform is not simply to improve schools, but to improve the quality of human lives lived within them - moving from better outcomes, to better learning, to better lives.

Keynote 4 **Kiyomi Akita**

Teachers' Collective Observation and Inquiry for Equity Through Lesson Study

The challenge of how to concretely provide equitable public education to diverse children in schools has become a serious and critical issues, alongside the widening of educational disparities. There has been extensive discussion regarding what teachers should do—such as designing curricula for diverse children, implementing universal design in the classroom, and providing scaffolding to support children. The purpose of this presentation is to examine, through specific classroom examples, lesson study meetings, and instances of teacher reflection, what constitutes lesson study aimed at equity: specifically, what teachers observe during lessons, what they notice, and what kinds of discourse unfold in the process. Lavalette & Jensen (2026) organized 55 studies on teachers' “noticing” from the perspective of “noticing for equity” (equity-oriented noticing) and identified four domains: (1) Participation, (2) Diverse strengths, (3) Multiple knowledge bases, and (4) Biases. In this study, based on these four perspectives, I examine the flow of “lesson design—lesson implementation—lesson conference—teacher reflection and insights” for a single research teacher within a mathematics lesson.

Keynote 5 Luz Maria Stella Moreno Medrano

Contextualizing School as Learning Community in Mexico: Democracy, Listening and Collective Pedagogical Transformation

This presentation examines how the School as Learning Community approach has been interpreted and enacted through ECA México in diverse Mexican public education contexts. Rather than transferring a predetermined model, ECA México has developed through sustained dialogue between SLC's public, democratic, and excellence-oriented philosophies and local commitments to educational justice, critical interculturality, gender equality, inclusion, and the principles of the Nueva Escuela Mexicana.

The presentation draws on experiences developed in Tabasco and Tlaxcala and on more recent collaborations with the Escuela Nacional para Maestras de Jardines de Niños in Mexico City and Escuela Normal No. 3 de Toluca. Across these settings, teachers, school leaders, teacher educators, and students have participated in cycles of collaborative lesson design, classroom observation, professional dialogue, and pedagogical redesign. The process has treated educators not as recipients of an external reform, but as researchers and collective designers of their own practice.

Preliminary findings suggest that reorganizing classrooms around small-group learning, listening relations, and peer collaboration can foster greater interaction, participation, mutual support, and positive affective engagement. In the Normal Schools, working with teacher education institutions has further revealed that democratic participation depends not only on formal structures, but also on embodied and affective practices: who is listened to, how difference is recognized, and how authority, voice, and care are distributed.

The Mexican experience suggests that democracy in SLC is neither a universal formula nor an institutional condition already achieved. It is a situated, unfinished practice constructed through listening, collective inquiry, and the redistribution of pedagogical agency. ECA México therefore contributes a decolonial and intercultural perspective to the international SLC network, showing how global educational dialogue can support locally grounded transformation without erasing territorial knowledge, community histories, or structural inequalities.

Keynote 6 Woojung Son

A Study on "Collaborative Inquiry" as a Practice of Schools as Learning Communities - Focusing on Case Studies of SLC in Korea -

In Korea, Schools as Learning Communities (SLC) has spread and been adopted as a model for twenty-first-century schooling faster than in almost any other country. A major reason is that, although SLC advocates school Innovation centered on lessons, it was introduced not as a set of "teaching techniques," but as a philosophy of school Innovation that puts democracy into practice. The philosophy of public mission, democracy, and excellence has provided teachers—the agents of reform—with a firm practical foundation for transforming their schools from within.

However, putting the philosophy of "democracy" into practice in classrooms was an enormous challenge in Korea. From around the 1990s, American "cooperative learning" began to be introduced, and in the 2000s it spread widely as an enjoyable and active teaching technique that could awaken Korea's then "sleeping classrooms."

It was not easy to transform cooperation—from a readily applicable teaching technique intended to improve instructional efficiency—into learning through which students experience democracy: a way of living together with diverse others, as John Dewey described it.

Thus, classroom innovation through SLC in Korea has also meant transforming “cooperation” pursued for instructional efficiency into **collaborative inquiry learning** that enact democracy. The design of learning tasks and teacher learning communities have played crucial roles in this transformation.

Drawing on cases of SLC practice in Korea, this presentation will examine: (1) the changes that collaborative inquiry learning have brought to classrooms; and (2) ways to help collaborative inquiry take root as a sustainable philosophy and practice for enacting democracy.

October 18

Keynote 7 Peter Dudley

Helping teachers learn how whole school oracy can to help children learn how to listen; how to learn; find their voices; shape their identities; and build learning community in their schools and beyond

In October 2025 five schools in a low educational outcome area of South London were set the goal of: improving learning, developing confident, agentic learners and building school community through whole school ‘oracy’ (effective use of spoken language for learning and life).

With support from their school district and their local schools they asked ‘Oracy Cambridge’ to lead them through this process *with urgency* so they could be accredited to develop oracy in their local cluster schools from September 2026 (less than a year away).

The five schools (four primary, one secondary) identified Oracy Leaders. Oracy Cambridge designed and led an eight month ‘*Enquiry-Led Leadership*’ programme of online, after-school webinars on: oracy education; dialogic teaching and learning (including philosophy); and oracy and inclusion. They were trained to help each other conduct initial ‘Talk Audit’ enquiries and from these develop whole schools plans for oracy in classrooms and oracy beyond classrooms. Through online workshops Oracy Leaders supported teachers to complete ‘listening logs’ to help them hear ‘talk’ in their classrooms, and all their children as ‘talkers’. They led research lesson studies with colleagues learning how to develop learning through ‘exploratory talk or how to support quiet children or children with difficulties to participate in groupwork and class discussions – now published online on Camtree. They developed whole talk activities and assemblies, and talk expectations across the school community.

Oracy Cambridge provided regular formative feedback on their evidence packs. In July 26, three schools became England’s first accredited ‘Oracy Engaged Schools.’ They began working with cluster schools in September and will later submit portfolios to become accredited Oracy Leaders.

Keynote 8 Zhu Xudong

The Original Form of School as Learning Community: Observations from Anji Play

School as Learning Community(SLC) is a need of human social development. It exists in schools in multiple

forms and reflects stage-specific characteristics. Based on one year of observational records of Anji Play in China, collected two days per month, this study finds that Anji play frequently presents a form of SLC characterized by spontaneity, autonomous, and self-awareness. We argue that this form of SLC is primordial. It occurs in Anji kindergartens, is shared and self-determination, and effectively promotes the all-round development of young children. It plays a foundational role for the deliberate construction of learning communities in higher educational stages. The SLC in Anji Play poses a disruptive challenge to kindergarten teachers, requiring them to assume the roles of observer and guardian, roles that have their own distinctive demands. In our view, Anji Play has universal value for wider adoption in early childhood education and can become a universal model of early childhood education.

Keynote 9 Sumar Hendayana

Democratic Classroom of School as Learning Community

This case study aims to investigate the developed democratic aspects at classrooms and staffrooms of school as learning community in terms of dialogue or collaborative learning. The live streaming sister school program has been established to disseminate the best practice of school as learning community in Sumedang Regency. There are 9 schools (2 Early Child Education, 3 Elementary Schools, 4 Junior Secondary Schools) in Sumedang, West Jawa and 6 schools (2 Early Child Education, 2 Elementary Schools, 2 Junior Secondary Schools) in Padang City, West Sumatra have participated in the program. The teachers within the participating school developed lessons design, tried out the developed lesson design through an open lesson by a teacher while other teachers observed the lesson, and shared the finding at post-lesson discussion. Other teachers from other schools joined online observation and post-lesson discussion. Data collection was done by observation and documentation of SLC activities at schools. It was found that teachers listen to each other and work collaboratively in the community for developing challenging lessons of sharing and jumping task. In addition, it was found that student learnt collaboratively to indicate that democracy was developed in the classroom. The detail finding will be presented at the 14th International Conference of School as Learning Community.

Keywords: Collaborative learning, sharing and jumping task, open lesson, live streaming, sister school.

Keynote 10 Athapol Anunthavorasakul

Cultivation Democratic Culture in SLC Schools through Empathetic Listening and Non-violent Communication

School as Learning Community (SLC) model has been increasingly adopted across Thailand to transform traditional, teacher-centered classrooms into collaborative, inclusive, and student-centered environments. A fundamental philosophy of a successful SLC is the establishment of a democratic school culture—one built on mutual respect, shared power, and safe spaces for open dialogue. This presentation explores how the intentional integration of Empathetic Listening and the Non-violent Communication (NVC) framework serves as a catalyst for developing this democratic culture in Thai school settings.

Drawing upon qualitative case studies of selected primary and secondary SLC schools in Thailand, this research analyzes classroom dynamics, teacher-student and peer interactions, and reflective dialogues after open class observation. The study utilizes the Empathetic Listening elements and the four components of the NVC framework (Observations, Feelings, Needs, and Requests) to evaluate communication patterns within these learning communities.

An analysis reveals that applying these frameworks fundamentally shifts traditional classroom power dynamics. By actively practicing empathetic listening, teachers validate student voices and model

democratic values, which in turn empowers students to participate more authentically. Furthermore, equipping both educators and students with NVC approach significantly reduces interpersonal conflicts, fosters psychological safety, and enhances the overall sense of belonging. The presentation will share specific case examples from both primary and secondary levels, illustrating the practical challenges and successes of embedding these communication strategies. Ultimately, this study argues that the synergy between Empathetic Listening, Non-violent Communication, and the SLC philosophy provides a robust, actionable roadmap for cultivating sustainable democratic practices in Thai schools and beyond.

Keywords: School as Learning Community (SLC), Democratic Culture, Empathetic Listening, Non-violent Communication (NVC), Thai Education, Collaborative Learning.

Keynote 11 Sachiko Asai

Pursuing Equality and Authentic mathematical learning simultaneously: In Light of Rancière's *The Ignorant Schoolmaster*

In this keynote, I discuss a wonderful and slightly strange mathematics lesson conducted by Ishikawa-sensei with a sixth-grade class at last year's international conference of the School as Learning Community. The children worked on a series of tasks involving the areas of shaded regions, which could be found by moving and rearranging parts of the figures. During the whole-class discussion, the teacher repeatedly used two kinds of questions. The first, "What did you notice about the task?" directed the children's attention to the task. The second, "Did you understand what X said?" sought to secure shared understanding. The first question prompted exchanges such as "It looks like a sweet potato" and "It looks like a Baumkuchen," creating an atmosphere somewhat unusual for a mathematics lesson. These words were treated as important within the lesson.

In light of Jacques Rancière's *The Ignorant Schoolmaster*, I examine this strangeness. For Rancière, "equality of intelligence" is not an outcome to be achieved through education. It is a presupposition that is practiced and verified through intellectual acts. The ignorant schoolmaster does not place their own intelligence between learners and the object they are studying. Such a teacher does not verify what learners have found, but whether they have searched and paid attention. Ishikawa-sensei's question "What did you notice?" can be read as making precisely this demand. It presupposes that every child can notice something while requiring each child to attend to the figure. Crucially, in this geometry lesson, noticing was not merely a means of ensuring every child's equal participation; it constituted mathematical inquiry itself. I explore how equality and authentic mathematical learning were pursued simultaneously through these calls for attention and shared understanding.

Symposia

October 18

Symposium A

Yoshiko Kitada

Democratic Teacher Learning and Democratic Student Learning

A first step toward creating a democratic classroom is the incorporation of collaborative learning through small-group activities. In traditional teacher-centered classrooms, students with stronger academic performance or greater confidence in speaking often dominate classroom interactions, while slower learners and more introverted students may complete an entire lesson without having an opportunity to voice their ideas. When such patterns are repeatedly reinforced, the roles of “protagonists” and “peripheral participants” become fixed, making it difficult to create democratic classrooms.

Introducing small-group activities alone does not automatically ensure that all students become “protagonists” in learning. Even within group settings, some students remain marginalized, unable to join group activities and spending much of the lesson as passive observers. Therefore, fostering democratic learning requires more than simply organizing students into groups. Teachers must carefully observe the dynamics of each group, identify how students are engaging in collaborative learning and where difficulties arise, and provide both direct and indirect forms of support to help create collaborative learning among group members.

This presentation focuses on a Japanese lower secondary school that has been promoting school reform based on the philosophy of the School as Learning Community. First, it examines how teachers support small-group collaborative learning in ways that ensure no student is left behind. Drawing on the case study, the presentation illustrates the direct and indirect strategies teachers employ to encourage participation, dialogue, and collaborative engagement among diverse learners.

The school is also distinctive in that all teachers, regardless of subject specialization, regularly open their classrooms to colleagues and engage in cross-disciplinary professional learning. While lesson observation and professional dialogue in many Japanese secondary schools tend to remain within subject-specific boundaries, teachers in this school routinely learn from one another across disciplinary lines. The presentation therefore also explores how such democratic forms of collegial learning contribute to teachers' efforts to create democratic learning environments for students. In doing so, it highlights the reciprocal relationship between democratic professional learning among teachers and democratic learning among students.

Chatree Fakhamta

“Everyone Finished, But Did Everyone Learn?”: Professional Noticing in a Grade 6 Mathematics Classroom

What becomes visible when teachers move beyond asking whether students have completed a task and begin examining how individual learners actually participate in mathematical thinking? This presentation explores a Grade 6 mathematics classroom at Wat Bang Talat School in Thailand, where students were progressively supported to move from recognising the components of word problems toward constructing their own mathematical problems. The lesson was observed and subsequently examined through collaborative post-lesson dialogue, with particular attention to students’ responses, group interactions, and critical learning moments.

The analysis was informed by the framework of professional noticing of children’s mathematical thinking, conceptualised as attending to significant features of students’ thinking, interpreting what those features reveal about students’ understanding, and deciding how to respond instructionally. In this case, professional noticing became a collective process as teachers and observers jointly examined classroom evidence rather than evaluating teaching performance.

Three shifts in noticing emerged. First, attention moved from task completion to learning participation. Although all groups produced completed work, closer observation revealed substantially different opportunities to read, reason, check, and contribute within each group. Second, interpretation moved from attributing difficulty to students toward examining the relationship between task design and student thinking. When students moved from arranging given information to generating missing information themselves, participation decreased, suggesting that the cognitive distance between successive tasks was too large rather than simply indicating an inability to think mathematically. Third, noticing informed instructional redesign. The discussion generated possibilities such as using students’ examples as intermediate scaffolds, introducing redundant or competing information that required students to evaluate and justify choices, and shifting the goal from constructing a complete problem toward constructing a plausible and justifiable problem.

The case suggests that professional noticing can transform collaborative lesson reflection from discussing whether an activity “worked” into evidence-based reasoning about who had opportunities to think, how learners interacted with the task and one another, and what instructional conditions should be redesigned next. It proposes collective professional noticing as a useful lens for connecting classroom observation with iterative lesson improvement.

Keywords: professional noticing; mathematical thinking; problem posing; task design; collaborative learning; focal learners

Yuta Suzuki

Lesson Study in Defense of Teachers’ Collegiality and Autonomy: A Case Study of School Reform Toward School as Learning Communities

In school reform aimed at realizing Schools as Learning communities (SLC), defending both teachers’ collegiality and autonomy constitutes a critical challenge. Theoretically, these two concepts appear, at first glance, to stand in a contradictory relationship, one that can be interpreted as giving rise to a dilemma. In practical contexts, for example, engaging concretely with this challenge of defending collegiality and autonomy—through,

for instance, a sustained series of lesson study activities—proves to be the key. Addressing this problem leaves many issues still to be clarified, both theoretically and practically.

This presentation therefore takes up a distinctive case: Hamanogo Elementary School, a public elementary school in Chigasaki City, Kanagawa Prefecture, Japan, and one of the pilot schools for the SLC reform. The school has pursued this reform through its own distinctive conception of ‘building teachers’ collegiality and establishing their autonomy,’ and this presentation seeks to clarify the theoretical and practical significance of that endeavor.

As a research method suited to this aim, the presentation draws on the ‘theory of action’ developed by Donald Alan Schön and his colleagues, and takes as its principal object of analysis the ‘narrative records of teaching’ accumulated by the teachers at this school.

It is hoped that the findings of this presentation will contribute to clarifying the significance of, and the challenges surrounding, teachers’ collegiality and autonomy in school reform for SLC.

Yu Lili

From Monologue to Dialogue; The Possibility and Challenges of SLC Reforms in China

China launched a new round of curriculum reform in 2001, aiming to shift the pedagogical model from a "teacher-centered" to a "learner-centered" approach. Despite repeated reforms, structural tensions between policy and practice have persisted, and classroom reform has not been fundamentally realized (Tian 2015; Yu 2016; Gu 2022). In contrast, the "School as a Learning Community" (SLC) reform is a bottom-up initiative; by focusing on the practice of dialogic communication rooted in "mutual listening," it reshapes power dynamics within the classroom and fosters a culture of collegial collaboration, reflection, inquiry, and innovation among teachers. A dialogue system centered on mutual listening ensures that the silent and marginalized voices within the school are heard and embraced. Currently, in addition to 13 pilot schools under the BNU-SLC project, 61 other schools across Beijing’s Fengtai, Daxing, and Tongzhou districts are implementing SLC reforms. Each pilot school serves as a reform hub, radiating influence to neighboring schools and those in other provinces, thereby forming a nationwide reform network. This report reviews the reform journey of the "BNU-SLC" project’s leading schools, examining how dialogue systems are constructed across three levels—the classroom, the school, and the external system (inter-school and school-administration relations)—while also exploring the challenges of deepening and sustaining SLC reform in China within its specific historical and cultural context.

Symposium B

Tomoyuki Morita

Teacher Professional Learning through SLC Lesson Study: Exploring Practical Inquiry through “Not Knowing”

School as Learning Community (SLC) lesson study has aimed not only to improve teaching techniques but also to create opportunities for teachers to learn from students and from one another. In previous presentations at this conference, I introduced the development of SLC school reform and teacher networks in Yamagata Prefecture. This time, I return to one teacher who participated in the early stage of reform and reconsider teacher professional learning through SLC lesson study.

This presentation focuses on Hirakawa, a science teacher at S Junior High School, where SLC-based school reform began in 2012. I draw on interviews conducted in 2013, 2014, 2017, and 2018, together with a retrospective interview in 2026, lesson videos, school documents, and records of lesson study. Across these materials, Hirakawa repeatedly talked about what he “did not know.”

In 2013, Hirakawa said that he did not know what kind of task was good, how to organize group work, or how an SLC lesson should be conducted. At the same time, observations of students’ learning began to make him reconsider how he saw his lessons. As he continued teaching and participating in lesson study, however, his “not knowing” took different forms. Experiences that had not gone well remained with him and returned when he observed other lessons. Later, as particular students and their relationships became more visible, it became increasingly difficult to decide what the problem was and how he should respond.

In this presentation, I revisit several classroom episodes together with Hirakawa’s accounts over more than ten years. Rather than presenting his experience simply as a story of professional growth, I ask how “not knowing” appeared, persisted, and changed through repeated practice and lesson study, and what this may tell us about teacher professional learning and practical inquiry in SLC over time and with others.

Khong Thi Diem Hang

Distributed Leadership through Facilitation: Developing Professional Vision in a Learning Community Network

How does an expert facilitator mobilise professional vision to shape collective discussion of student learning? This study examines the facilitation of a Lesson Study for Learning Community (LSLC) network workshop in Vietnam following an observed Grade 7 Science lesson on sound waves. It focuses on an expert teacher’s commentary and an in-depth interview exploring what he attended to, what shaped his interpretations, and how he guided the ensuing discussion.

The analysis draws on Goodwin’s concept of professional vision and the notion of interactive vision to examine facilitation as a situated and non-linear process of noticing, interpreting and connecting professional knowledge through interaction. The findings show three interconnected patterns. First, the facilitator directed attention to students’ encounters with learning tasks, including their reasoning, interactions, difficulties and opportunities to participate, shifting discussion from teaching performance towards

evidence of individual student learning. Second, he connected these observations with wider curricular and contextual frames, including intended curriculum, learning progression across Grades 4–7, competency-based reform expectations, other lessons conducted locally and internationally, and the practical pressures shaping teachers' textbook-oriented and examination-focused work. While such movement across frames has been identified in our earlier analysis, the present study highlights what happens when these professional connections are mobilised within collective discussion. Third, participants' observations prompted the facilitator to extend, deepen and sometimes reframe his interpretation, making professional vision an interactional accomplishment rather than simply an expert resource transmitted to others.

The study argues that LSLC facilitation can constitute a form of distributed leadership by organizing the collective work of seeing, interpreting and making sense of student learning. The facilitator is not simply evaluating teaching or delivering expert advice; rather, he helps distribute interpretive work across participants and makes the reasoning behind professional judgements available for collective inquiry. From this perspective, professional vision is not only an individual capacity but can be developed through interaction around a shared instructional object. The study suggests that LSLC facilitators should centre student learning evidence, make their interpretive reasoning explicit, connect observations to shared curricular purposes, and deliberately use participants' contributions to build collective ways of seeing.

Chun-Yi Lin

Restoring Local Communal Life: Reflections on the Publicity of Education through Teachers' Engagement in Collaborative Inquiry

Despite declining birth rates, Taiwan confronts a critical teacher shortage. Even passionate teachers may struggle when facing unmotivated students, discontented parents, and formal investigations, often leaving them feeling isolated or disempowered. Public education is thus facing unprecedented challenges. Moreover, policy mechanisms have not entirely achieved intended effects. Although open-class observations (lesson study) have been legally mandated across public schools, teachers do not necessarily engage in collaborative inquiry with colleagues, nor do they reliably receive the support for sustained pedagogical growth.

According to John Dewey (1927), the boundary between the public and private is defined by whether actions produce indirect consequences affecting those beyond immediate participants; thus, education is fundamentally a public endeavor. To counteract the eclipse of today's public, it is essential to cultivate democratic life within schools through teachers' collaborative inquiry.

I plan to present two cases focusing on how teachers become engaged in collaborative inquiry: (1) the renewed communal life, exploring a school-wide School as Learning Community (SLC) practice in New Taipei City inspired by Manabu Sato; and (2) the craft of communicative tools to turn local teaching wisdom into public assets, drawing on my collaboration with teacher networks dedicated to supporting underperforming students.

In light of Dewey's work, this presentation reflects on essentials for enriching connections among teachers as well as between teachers and students, including identifying local problems, seeking shared interests across differences, grounding judgments in evidence, and utilizing the communicative arts to foster productive dialogue and innovative teaching.

Asep Supriatna

Democratizing Education through Live Streaming Sister School: A Lesson Study for Learning Community Approach to Cross-School Professional Learning

Teacher-centered learning may limit students' opportunities to think, express ideas, collaborate, and construct knowledge collectively. This study examines the implementation of *Lesson Study for Learning Community* (LSLC) and *Live Streaming Sister School* as an interschool professional learning ecosystem supporting the democratization of education. A collaborative approach was implemented through *lesson design*, *open lesson*, observation, post-lesson discussion, reflection, redesign, and *live streaming*. Data were collected through classroom observations, documentation, questionnaires, live-streaming quality analysis, and interviews with school principals and teachers, analyzed using *thematic coding*. Findings show the development of a *school as learning community* network between Sumedang Regency and Padang City involving 16 schools and 177 participants at program launch. At the school level, *learning leadership* developed as a cyclical and distributed practice, supported by *professional trust*, collaborative inquiry, and shared instructional decision-making. Teachers became more open to feedback and demonstrated changes in pedagogical perspectives and practices. Classroom observations indicated that *sharing tasks* and *jumping tasks* promoted dialogue, collaboration, exploration, and inquiry. Live-streaming quality improved from 3.1 to 3.4 for video and from 3.1 to 3.2 for audio, while observer reflections became more diverse and increasingly focused on student learning. However, higher-order student collaboration remained uneven, indicating a gap between professional collaboration and classroom-level collaboration that requires deliberate pedagogical mediation. The findings suggest that *Live Streaming Sister School* has potential as a model for democratizing education by expanding access to educational knowledge, strengthening professional voice and participation, distributing leadership, and fostering collaborative knowledge construction. Further development should shift interschool engagement from "observing" to "collaborating" through intensive discussion, *co-planning*, school visits, and cross-school learning.

Keywords: democratization of education; *Live Streaming Sister School*; *Lesson Study for Learning Community*; *learning leadership*; professional learning.

Sessions

Face to Face Sessions Humanities and Social Science Building

Session 1 (Room 205)

Wanitcha Honghan, Atthapon Intasena and Chanat Intakanok, Thailand

Structured Inquiry and Shared Meaning-Making through KWL Plus: A Practical Case from a Thai Grade 8 Reading Classroom

Reading comprehension instruction can move beyond identifying correct answers by creating opportunities for students to activate prior knowledge, formulate questions, construct interpretations, and make their understanding visible to others. This study examined the use of KWL Plus as a structured inquiry routine in a Grade 8 Thai language classroom and investigated changes in students' reading comprehension following the learning activities. The study employed a one-group pretest–posttest design with 40 Grade 8 students from Class 2/10 at Sarakhampittayakhom School in Maha Sarakham, Thailand, during the second semester of the 2026 academic year. Students participated in six KWL Plus lesson plans over 12 instructional hours. The learning process consisted of activating prior knowledge (K), generating questions about what students wanted to know (W), identifying and reflecting on what they had learned (L), and organizing their understanding through mapping and summarizing activities (Plus). Classroom activities also provided opportunities for students to articulate and share their interpretations with peers. Reading comprehension was assessed using a 30-item multiple-choice test. The results showed that students' mean reading comprehension score increased from 17.10 (SD = 2.94) before the intervention to 24.02 (SD = 2.42) after the intervention, with a statistically significant difference, $t = 20.23$, $p < .001$. Beyond the improvement in test scores, the case suggests that KWL Plus can provide a practical structure for making students' prior knowledge, questions, and developing interpretations visible within classroom learning. Such structured inquiry routines may offer a practical starting point for classrooms seeking to promote student participation and shared meaning-making.

Keywords: KWL Plus, reading comprehension, structured inquiry, shared meaning-making, student participation

Chanat Intakanok, Thiendanai Sermboonpaisarn and Kornkanok Lertdechapat, Thailand

Collaborative STEM Inquiry through a School as Learning Community Lens: Female Students' Agency, Mutual Listening, and AI-Supported Design

This study examines a short-term collaborative STEM learning experience for more than 160 female upper-secondary students in Thailand and interprets the case through the lens of School as Learning Community (SLC). Rather than treating STEM as individual problem solving or technology use, the Beauty in STEM activity was designed as a shared inquiry in which students listened to one another, identified meaningful problems, negotiated ideas,

learned from biological strategies through biomimicry, and jointly developed possible solutions. Generative AI was introduced as a resource for visualizing and revising design ideas, while students remained responsible for evaluating scientific and engineering plausibility and making collective decisions. Multiple sources of evidence were used to examine students' experiences and participation. Fifty-seven students completed a retrospective pre–post questionnaire covering six dimensions: STEM self-efficacy, interest and value, identity and belonging, agency and gender inclusion, future intention, and design–AI agency. Open-ended reflections and collaborative design artifacts—including problem statements, biomimicry concepts, sketches, prototypes, AI interaction records, revised designs, and presentation materials—were also analyzed.

Preliminary findings showed positive self-reported shifts across all six dimensions, particularly in STEM self-efficacy and design–AI agency. Students frequently identified biomimicry as reshaping how they understood STEM. Group artefact analysis also showed cycles of proposing ideas, listening, negotiating, revising and justifying ideas. AI supported visualisation and elaboration, but some outputs seemed more convincing than their scientific or engineering feasibility, which led students to question and revise.

The case suggests that collaborative STEM design provides opportunities to create classroom space consistent with SLC principles of learning through relationships, mutual listening and enquiry, reflection, and equitable participation. For female students, such participation may strengthen agency and belonging while illustrating how classroom democracy can be enacted through joint problem solving and shared responsibility for learning.

Mónica Marisol Villafuerte Alcántara, Mexico

Learning Communities for Gender Equality: Democratizing Teacher Education in Mexican Normal Schools

School as Learning Community (SLC) has become an international movement committed to democratizing schools through collaborative inquiry, dialogic learning, and professional collaboration. While this approach has significantly contributed to educational improvement, less attention has been paid to how gender relations shape democratic participation within teacher education institutions.

This paper presents findings from an ongoing feminist educational ethnographic study conducted in two urban Mexican Normal Schools—Escuela Nacional para Maestras de Jardines de Niños (Mexico City) and Escuela Normal No. 3 de Toluca (State of Mexico)—where the SLC approach is currently being implemented in initial preschool teacher education. The study explores the opportunities and challenges associated with implementing this pedagogical approach to promote gender equality while examining the institutional complexities involved in democratizing teacher education.

Drawing on feminist pedagogy and the theoretical contributions of Manabu Sato, the analysis focuses on classroom interactions, gendered power relations, teachers' perspectives, and the relationship between educational policy and everyday teaching practices. Rather than treating gender as an additional topic within teacher education, the study examines how gender shapes democracy, participation, collaborative inquiry, and professional learning.

The findings suggest that integrating feminist pedagogy as an analytical perspective enriches our understanding of the democratic potential of SLC. By examining gender relations within collaborative learning environments, this study highlights the emotional, political, and relational dimensions of educational practice and demonstrates how learning communities can contribute to democratizing initial preschool teacher education through dialogue, participation, and gender equality.

Keywords: School as Learning Community; feminist pedagogy; teacher education; gender equality; educational ethnography.

Thanayot Jullapak, Thailand**Unpacking 10th-Grade Students' Conceptual Understanding of Atomic Structure Through Collaborative POE Pedagogy**

A fundamental prerequisite for learning chemistry is to comprehend the conceptual nature of atomic structure, but the abstract nature of the topic frequently results in common student misconceptions that are hard to correct with traditional teaching. This classroom action research aimed to investigate the development of grade 10 students' conceptual understanding of atomic structure and to explore how collaborative Predict-Observe-Explain (POE) learning management, supported by the three levels of chemical representation (macroscopic, submicroscopic, and symbolic), contributed to this development. In this approach, students in small groups made predictions, observations, and explanations of chemical phenomena collectively – building and negotiating scientific meaning through peer dialogue, not individual recall – in keeping with the collaborative learning-community principles central to SLC. The study was carried out with 36 students in grade 10 of one secondary school in Songkhla Province, Thailand, through five cycles of action research. Data were collected through students' worksheets, semi-structured interviews, and teachers' reflective journals, and analyzed using inductive content analysis and percentage statistics. Results indicated that students' conceptual understanding increased across the five cycles, but the rate of improvement was not the same across all representational levels. Understanding at the macroscopic level improved rapidly, supported by direct observation during hands-on experiments. Submicroscopic and symbolic levels of understanding were slower to develop, and misconceptions persisted, especially when students had to translate and integrate information across levels. This difficulty was eased considerably in later cycles with the use of virtual simulations. The findings indicate that conceptual understanding is influenced not only by individual ability but also by the relationship between the characteristics of the content, the collaborative structures of the classroom, and the instructional tools available at each stage. These findings have practical implications for teachers in designing classrooms as collaborative learning communities that support equal access to scientific understanding for all students.

Session 2 (Room 206)

Chonticha Nuamphummarin, Krongjit Vanitchawan, Atiwit Siengkiw, Somkid Vanjumnong, Ussaraporn Tavera, Angkana Saarddee, Sumantana Malaithong, Niknisa Sompud, Kornkanok Lertdechapat and Jatupol Sangwanglao, Thailand

From Everyday Lessons to School as a Learning Community: Exploring Traces of SLC in a Large Private School

School as a Learning Community (SLC) has become an increasingly recognised professional approach to school reform in Thailand. Although several Thai schools have adopted SLC as a whole-school reform approach, its implementation has normally been documented in relatively small school settings. Large private school settings remain underexplored. To implement SLC systematically, it is necessary to understand the extent to which existing classroom practices reflect the SLC principles. This case study aimed to explore the traces of SLC evident in existing lessons, including their alignment with SLC principles and aspects requiring further development. Twelve written lesson plans and their corresponding classroom observations were analysed using thematic analysis. The analysis was guided by SLC principles while also allowing patterns to be identified across the twelve lesson cases.

The findings presented four themes. The first theme concerns group work. Many lessons employed cooperative tasks; however, collaborative learning remained a gap that the school needs to address through further development. The second theme concerns the nature of the tasks. In several lessons, there was a nexus between sharing tasks and jumping tasks. Some lessons presented jumping tasks without corresponding sharing tasks, while other lessons contained only sharing tasks. The third theme concerns the contexts of the lessons. It was observed that many classes included authentic examples or used authentic contexts to drive the lessons. However, the use of authentic contexts did not necessarily reflect conceptual depth. The final theme concerns inclusive participation. This would be the weakest theme using the SLC principle due to the number of students in each class, with a maximum of 50 students. However, students' voices should be more motivated in class. The limitation may reflect large class sizes, the everyday life lessons still include some possible lessons with the element of SLC.

Rie Takahashi, Indonesia

When a Flag Meets a Child's World: SLC Practice in a National Kindergarten in Indonesia

In Indonesia, lesson study was introduced in 2001 through the JICA project, the Indonesian Mathematics and Science Teacher Education Project (IMSTEP), as part of in-service teacher training to improve teachers' classroom practices. The project promoted collaborative lesson study and introduced constructivist approaches to teaching and learning, emphasising communication among students and the joint construction of understanding (Saito et al., 2006).

In Sumedang District, lesson study in primary and secondary education began under a JICA project in 2006 (Indonesian Lesson Study Academics [ALSI], n.d.). Since then, this initiative has been sustained through collaboration between Universitas Pendidikan Indonesia (UPI) and the Sumedang District Education Office. In 2026, SLC practice was extended to kindergarten through the Live Streaming Sister School Program. Following the introduction of SLC, the principal established weekly opportunities for teachers to collaboratively plan, observe, and discuss lessons.

In August 2026, the first open lesson was conducted at a national kindergarten in Sumedang District. Held three days after Indonesia's Independence Day, the lesson focused on the Indonesian national flag. Through an activity in which children created their own flags, the material introduced by the teacher became connected with the children's own experiences and worlds. For example, one child raised his handmade flag high above his head and, when asked where the flag was, answered, "in the sky." Another child began humming the melody of the Indonesian national anthem while waving her flag, and several children around him joined in. These episodes suggest that the meaning of the material was not fixed by the teacher's pedagogical intention but was transformed through the children's experiences and interactions with others.

This study examines what happens between teachers, children, and materials when pedagogical intentions encounter children's experiences in SLC practice. Rather than treating the flag-making activity itself as the object of study, the study focuses on how the meaning of learning materials emerges and transforms through dialogue, experience, and interaction in the classroom. Based on observed classroom episodes and teachers' reflections, the study interprets how such interactions open possibilities for children's learning.

Punnapha Malelohit, Thailand

Developing Model-Based Inquiry through a Professional Learning Community to Support Grade 10 Students' Scientific Explanations

School as Learning Community (SLC) supports school development by engaging teachers

and peer teachers in collaborative lesson design, classroom observation, and evidence-based reflection, focusing on student-centered learning. This classroom action research examined Grade 10 students' construction of scientific explanations through model-based inquiry (MBI), developed through the Professional Learning Community (PLC) process using Plan–Do–See lesson study cycles. Participants were 40 Thai students working in groups of four. The PLC team comprised a classroom teacher, peer teachers, mentor teachers, and a university supervisor. The team collaboratively analyzed student work, planned and observed lessons, and reflected on instruction across lessons on acceleration from a ticker timer, free-body diagrams, and Newton's first law. Research data included student work and PLC records. Students' explanations were analyzed using the Claim–Evidence–Reasoning (CER) framework, while PLC reflection records were reviewed to identify recommendations and lesson adjustments in each cycle. The findings showed that reviewing student work and reflecting on lessons helped the team identify students' learning difficulties and suggest appropriate adjustments to activities and support, such as incorporating guiding questions and everyday situations. The percentages of groups that constructed correct claims, complete evidence, and complete reasoning were 90%, 70%, and 50% for acceleration from a ticker timer; 100%, 80%, and 70% for free-body diagrams; and 100%, 37.5%, and 50% for Newton's first law ($n = 8$ groups), respectively. These results indicate that students could construct claims but still required support in selecting evidence and connecting it to physics principles, particularly when applying experimental findings to explain new situations. In the lesson on Newton's first law, the teacher introduced a gallery walk activity where student groups designed computational physics problems and discussed the problems and solution methods with other groups before each student individually solved one randomly selected problem. Operating through PLC provided opportunities for teachers and stakeholders to collaboratively examine evidence of student learning, reflect together, and continuously propose instructional improvements, reflecting a core principle of School as Learning Community.

Chalerm Sak Mayoo, Khomsan Rinrid, Pisit Saita, Nathasit Khueankaew and Wilaiwan Fakprapai, Thailand

Enacting Learner Rights through Democratic Homeroom Practices in a School as a Learning Community: Evidence from Secondary and Vocational Education Settings

Homeroom provides a distinctive educational space where teachers and students engage in dialogue, relationship building, and collaborative reflection beyond subject-based instruction. As part of everyday school life, it offers meaningful opportunities to enact learner rights through democratic participation and shared responsibility. However, research on School as a Learning Community (SLC) has largely focused on lesson study, subject teaching, and teachers' professional learning, while the role of homeroom as a democratic learning space remains underexplored. This study investigates how learner rights are enacted through democratic homeroom practices and how these practices contribute to the development of a School as a Learning Community.

A qualitative multiple-case study was conducted across secondary and vocational education settings implementing SLC principles. Data were collected through classroom observations of homeroom sessions, in-depth interviews with teachers and students, focus group discussions, reflective journals, and school documents. The data were analyzed using reflexive thematic analysis.

The findings identified five interconnected democratic homeroom practices through which learner rights were enacted: (1) creating spaces for student voice and meaningful dialogue; (2) promoting collaborative reflection through democratic formative assessment; (3) facilitating shared decision-making; (4) fostering collective responsibility; and (5) cultivating a caring learning community grounded in trust, mutual respect, and inclusion. These practices transformed homeroom into a democratic pedagogical space where learners

actively exercised agency and co-constructed a supportive learning community.

This study extends the application of School as a Learning Community beyond subject-based classrooms by demonstrating the educational significance of homeroom as an everyday democratic learning space. It also proposes Democratic Homeroom Practices as a pedagogical framework for understanding how learner rights are enacted in everyday school life, offering practical implications for strengthening democratic school culture and sustainable whole-school improvement.

Keywords: School as a Learning Community; Learner Rights; Democratic Homeroom Practices; Democratic Education; Student Voice; Learner Agency

Session 3 (Room 207)

Ladajit Ruangpornswat and Ekkasit Srisuwan, Thailand

Design of a Resource-Based English Course Through Teachers' Collaboration: A Professional Development Approach Toward School as Learning Community

Elementary English teachers face heavy workloads, insufficient time for lesson design, and limited time to prepare teaching materials - challenges that hinder students' English skill development. This study positions the collaborative design of a Resource-Based English Course (RBEC) as job-embedded professional development aligned with School as Learning Community (SLC) principles, in which teacher collegiality and collaborative inquiry drive sustainable school reform. RBEC is grounded in Resource-Based Learning, emphasizing learner-centeredness and enabling students to construct knowledge through diverse resources, including multimedia, videos, educational games, and online assessments, using inquiry, analysis, synthesis, and presentation. It employs a Thematic Approach and Holistic Learning principles to develop knowledge, skills, and attitudes comprehensively.

The study uses participatory action research, with teachers functioning as a professional learning community that jointly reflects on, designs, and refines practice in a cycle comparable to Lesson Study. Phase 1 involved collaborative analysis of student needs and shared planning. In Phase 2, teachers co-designed the course, selected resources, piloted lessons, recorded outcomes, exchanged findings, and made collaborative improvements, building a shared digital resource repository that reduces workload.

Results include a complete Grade 5 English course and a repository that supports Grades 1–6 instruction. Beyond improving students' English skills, the study shows that structured collaboration cultivates a collegial, inquiry-driven teaching culture and offers a transferable model for professional development and school reform that aligns with the School as Learning Community vision.

Keywords: Professional Development, School as Learning Community, Teacher Collaboration, Collaborative Inquiry, Resource-Based English Course, Participatory Action Research

Onnitcha Thossata and Unchalee Tamtong, Thailand

Democratic Learning through Local Wisdom: A Lesson-Study Model Enacting Democracy in Classrooms, Staffrooms, and Communities

Democracy is enacted in three places at once: classrooms, where students speak and decide; staffrooms, where teachers inquire together; and communities, whose knowledge the school treats as worth learning. This study links all three.

It aimed to (1) examine current conditions and needs for democratic learning integrated with

local wisdom through the participation of teachers, students, parents, and community members; (2) develop and evaluate a democratic learning model integrating local wisdom through Lesson Study; and (3) investigate the model's effects on students' democratic knowledge, participation, collaboration, and appreciation of local wisdom.

A mixed-methods research and development design was conducted in three phases. Phase 1 surveyed 50 teachers, 5 administrators, and 7 local scholars selected through purposive sampling. Phase 2 involved model development and evaluation by 9 experts. Phase 3 implemented the model with 36 students selected through cluster random sampling. Instruments included interview forms, five lesson plans, a 30-item knowledge test, participation and appreciation scales, and observation forms. Data were analyzed using means, standard deviations, t-tests, and content analysis.

Baseline instruction was lecture-based, with limited questioning, decision-making, reflection, and links to local wisdom — democracy was taught as content rather than practiced as a relationship. The five-component model (principles, objectives, process, roles, evaluation) was rated highly appropriate by experts ($M = 4.69$, $SD = 0.13$). After implementation, students' democratic knowledge increased significantly ($p < .05$), with high levels of participation and collaboration.

Local wisdom gives school and community a shared object of inquiry; Lesson Study shifts teacher development from supervision toward collaborative, evidence-based practice, the staffroom condition on which classroom democracy depends.

Keywords: democratic learning; local wisdom; Lesson Study; student participation; school–community dialogue

Chin-Hua Chiang, Taiwan

From Silence to Participation: Collaborative Meaning-Making in 7th-Grade EFL Listening in Taiwan

This presentation explores how collaborative inquiry bridges a critical gap in EFL listening instruction, transforming seventh-grade classrooms in Taiwan into inclusive learning communities. For incoming junior high students in Taiwan, prior English listening experiences often stem from communicative classes with foreign teachers, where grasping the general gist is sufficient. However, formal listening assessments require a distinctly different cognitive skill set—extracting specific details and making contextual inferences. When encountering longer dialogues, these learners often experience cognitive overload. When their 'gist-only' approach fails, traditional teacher-centered test reviews like direct instruction and handed-down transcripts leave them frustrated and unaware of how to develop effective listening strategies.

The teacher assigned collaborative listening tasks requiring students to piece together auditory clues to address the problem. However, an initial challenge emerged: having been classmates for only about a month, students were hesitant to share their thoughts. High-proficiency students tended to directly provide answers while others remained silent; consequently, the group struggled to articulate their cognitive processes. This fundamentally unbalanced dynamic prompted the teacher to intentionally reshape classroom interactions by first cultivating a shared understanding that every single idea was valued to foster genuine collaborative inquiry. Scaffolding prompts were provided as well before and after the listening task: "Based on the options, what context do you predict?" and "Which specific words helped you piece together the main idea?" Students then turned to their peers to discuss the clues and figure out the answer together by scaffolding one another's understanding. A remarkable shift unfolded: silent students started to contribute their partial clues, high-proficiency learners became active facilitators, and everyone's input was essential to solve the puzzle.

By replacing one-way communication dominated by a few with every learner's voice, the

class co-created an inclusive space where deep thinking and dialogue unfolded richly.

Prabhpreet Kaur, India

From Digital Literacy to Digital Citizenship: Strengthening Schools as Learning Communities in India

The growing integration of digital technologies into young people's everyday lives has expanded the educational responsibilities of schools beyond the development of functional digital skills. Although digital literacy remains essential, contemporary digital participation also requires critical engagement with information, ethical judgement, awareness of digital rights and responsibilities, meaningful participation, and the capacity to exercise voice and agency in digitally mediated environments. This paper examines the conceptual movement from digital literacy to digital citizenship education and its implications for creating more participatory, collaborative, and democratic school cultures. The study adopts a critical conceptual review with an exploratory empirical component. The conceptual review draws on focused Scopus searches addressing digital literacy and digital citizenship, democratic education, school contexts, School as Learning Community, and teacher collaboration. It is supplemented by international frameworks from UNESCO and the Council of Europe, foundational literature on democratic citizenship and student voice, and Indian policy documents, including the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The empirical component uses a researcher-developed questionnaire administered to 100 pre-service teachers enrolled in M.Ed. programs. The questionnaire examines participants' understandings of digital citizenship education, the dimensions they associate with it, their perceptions of current school practices, student participation, teacher collaboration, whole-school responsibility, and perceived barriers. The conceptual and empirical findings are integrated to identify areas of convergence and divergence between broader scholarly understandings of digital citizenship and pre-service teachers' perceptions. The discussion interprets digital citizenship across interconnected spaces of school life: classrooms as sites of critical inquiry and student participation, professional spaces as sites of collaborative teacher learning, and school communities as sites of shared responsibility. The paper explores whether strengthening digital citizenship education in India requires not only broader student competencies but also more dialogic, participatory, and collaborative forms of schooling. By positioning digital citizenship as a shared practice rather than an individual skill, the paper highlights how democratic engagement can be enacted through everyday classroom participation, collaborative professional inquiry, and collective responsibility across the wider school community. In doing so, it underscores the potential of schools as learning communities to connect digital participation with democratic culture, shared learning, and sustained collaboration.

Session 4 (Room 224)

Panchabhorn Chotkaew, Nathakorawat Chupan and Nuntida Sangchan, Thailand

Cultivating Democratic Ecosystems in Schools: Collaborative Inquiry through the SLC Framework and ACLD Model

The School as Learning Community (SLC) framework represents a transformative educational approach that shifts learning from an individual, classroom-bound activity to a shared, collaborative, and community-embedded process. Grounded in public philosophy,

democracy, and excellence, SLC emphasises collective responsibility among students, teachers, administrators, parents, and community members. This paper examines the theoretical foundations, core pillars, and systemic implications of SLC, with special emphasis on enacting democracy across classrooms, staffrooms, and communities. Through the case study of Banbangneaw Municipal School (Phuket, Thailand) and its integration of the Bangneaw Community Museum, this study highlights how local cultural assets and the ACLD operational framework (Activities, Coordination, Learning Center, and Development) can drive democratic participation, place-based learning, and long-term organisational sustainability. Ultimately, SLC serves as a vital keystone for collaborative inquiry, fostering educational quality, equity, and civic engagement in the 21st century.

Swati and Kuldeep Kaur, India

Strengthening Schools as Learning Communities Through Ecopedagogy: A Review of Collaborative Learning Practices

Schools need to become genuine learning communities rather than merely sites of instruction, where students, teachers, and the wider community construct knowledge together, instill democratic values, engage in dialogue, and address issues through collaborative inquiry. This conception is rooted in Paulo Freire's critical pedagogy, which moves from challenging hierarchical and authoritarian forms of education that create passive learners in Pedagogy of the Oppressed towards hope, dialogue, human agency, and collective action in Pedagogy of Hope. Freire's assertion that "dialogue is the encounter between men, mediated by the world, in order to name the world" (Freire, 1970) highlights the importance of dialogue and participation in creating inclusive, democratic educational spaces. Building on this Freirean progression, ecopedagogy extends critical pedagogy by connecting learning with environmental sustainability, democratic participation, social responsibility, and human-environment relationships, creating opportunities for collaborative inquiry. This paper addresses three objectives: examining collaborative learning practices that strengthen schools as learning communities, analyzing how ecopedagogy promotes collaborative learning among students, teachers, and communities, and identifying implications for strengthening schools as democratic learning communities. Grounded in a qualitative literature review methodology, the study draws on secondary sources (as a prelude to primary data), including peer-reviewed journal articles, scholarly books and policy documents, to synthesize existing literature. The literature was critically reviewed and analyzed thematically, allowing for an integrated understanding. The review indicates that collaborative inquiry, group and peer learning, dialogue, experiential and problem-based learning, teacher collaboration, and community engagement can strengthen schools as learning communities. Ecopedagogy extends these collaborative learning practices by connecting classroom learning to ecological and social issues, fostering critical reflection, shared responsibility, participatory decision-making, and collective action. The paper concludes that pedagogy is a medium through which democratic values and collaborative cultures are built; therefore, building schools as learning communities requires participatory, dialogic, collaborative, and ecologically responsible pedagogical practices.

Keywords: Schools as Learning Communities, Ecopedagogy, Collaborative Learning, Democratic Participation

Miki Watanabe, Japan

Learning Together Through Differences: How Students Sustain Collaborative Learning

Collaborative learning brings together students with different ideas, experiences, and ways of understanding. From the perspective of School as Learning Community (SLC), such

differences are not simply obstacles to be overcome but may also provide opportunities for students to listen to and learn from one another. This study explores how students sustain collaborative learning when differences in understanding emerge through their interactions. The study draws on classroom data from a junior high school in Japan that has developed its educational practice based on the SLC approach. Focusing on small-group interactions in a mathematics lesson, the analysis examines how students respond to moments when their understandings do not fully align and how collaborative activity unfolds through these moments.

The analysis shows that collaborative learning can continue even when students do not reach a fully shared understanding. At times, differences remain unresolved while students continue their joint work. At other times, questions, explanations, and responses to peers make differences more visible, prompting students to reconsider their ideas or reorganize their interaction. These processes suggest that collaborative learning is sustained not only through agreement or shared understanding, but also through students' ongoing engagement with differences.

This study highlights the role of differences in understanding as part of the collaborative learning process. By examining how students continue learning with and through such differences, it offers a way of reconsidering what it means to learn together in SLC classrooms and contributes to understanding how responsiveness to others may support collaborative inquiry.

Patcharapon Inphoo, Thailand

Voice, Confidence, and Reciprocity: Student-Led, Activity-Based English Instruction in a Thai Upper Secondary EFL Classroom

Classroom-based media production offers a compelling, if underexamined, avenue for empowering learner voice and building communicative confidence in English as a Foreign Language (EFL) contexts. This mixed-methods case study investigates how student-led, activity-based English instruction shapes voice, confidence, and reciprocal peer engagement among Thai upper secondary students. The study draws on Cooperative Learning theory (Johnson & Johnson, 1999) and Kolb's (1984) Experiential Learning framework, together with the constructs of Foreign Language Anxiety (Horwitz, Horwitz, & Cope, 1986) and Willingness to Communicate (MacIntyre, Clément, Dörnyei, & Noels, 1998). To conceptualize classroom-based media production as a democratizing pedagogical space in which learners exercise voice, choice, and shared authority over meaning-making. Participants comprised 172 Grade 10 students from five intact classes at a public secondary school in Nakhon Ratchasima, Thailand. Students were organized into ten groups of 17–18 members and given explicit instruction in English emceeing, public presentation, and collaborative event design before independently producing authentic English-medium events, including reality-show formats, game and science-show competitions, singing contests, and adaptations of televised and social-media genres. Peer groups served as an active, evaluative audience, with students alternating between performer and spectator roles, a reciprocal structure that fostered a sense of community and rendered communication socially meaningful rather than teacher-directed. Data were collected through peer- and self-assessment questionnaires, verbal feedback, and focus-group interviews to trace shifts in confidence, anxiety, motivation, and perceptions of teamwork. Findings indicate that 85% of participants reported increased motivation and confidence in spoken English alongside reduced communication anxiety, while 90% reported heightened self-efficacy arising from collaborative task completion. Qualitative data further revealed that students developed adaptive interpersonal strategies in negotiating the dual demands of performing and evaluating peers.

These findings suggest that reciprocal, peer-audience structures deepen democratic participation in the EFL classroom, offering insights for curriculum designers embedding

authentic, learner-centered communicative tasks in secondary EFL programs. While the study was conducted in a Thai context, the pedagogical principles demonstrated may inform broader applications within diverse educational settings, aligning with the School as Learning Community model's emphasis on inquiry, collaboration, and listening pedagogy.

Keywords: Student-led instruction; Communicative confidence; Willingness to communicate; Cooperative learning; Experiential learning; EFL classroom pedagogy

Session 5 (Room 225)

Michiko Hiwatashi and Tomoyuki Morita, Japan

How does school reform begin? Exploring teacher tensions as opportunities for learning in a school as learning community

School reform based on School as Learning Community (SLC) in Yamagata Prefecture has sustained and gradually spread through regional networks. This has not simply meant continuing the same reform in the same place. New challenges have begun in other schools and regions as well. For example, the reform that began in the Mogami region has now spread to the neighboring Shonai region, where a new network is being developed. In SLC-based school reform, one of the most difficult challenges is how to get started.

I am the first presenter, and I worked for two years as a principal in an area of Yamagata Prefecture where SLC-based school reform had not yet begun. How could I start this reform within only two years?

Looking back, these two years were a period in which I gradually came to feel that the reform had finally begun. I can now say that these two years were a time for preparing the beginning of school reform.

When School as Learning Community is introduced as a form of school reform, many teachers experience various tensions. How should a principal face and work with these tensions?

In this presentation, we do not regard these tensions simply as problems to be solved. Instead, we consider them as opportunities for teacher learning. Based on interviews with teachers conducted during the two-year period, we look back on the process of school reform and examine how these tensions developed into opportunities for learning.

Atiwit Siengkiw, Thailand

A Comparative Analysis and Guidelines for Integrating the School as Learning Community Concept with the Montfortian Education Charter

This research, "A Comparative Analysis and Guidelines for Integrating the School as Learning Community Concept with the Montfortian Education Charter," aims to compare the principles and relationships between the School as Learning Community (SLC) framework and Montfortian education, and to synthesize guidelines for their integration in Catholic school development. The study employs comparative and content analysis of academic literature, Saint Gabriel's Foundation documents, Catholic education literature, and literature on educational reform in Asia. The findings reveal conceptual convergence in holistic learner development, human dignity, stakeholder participation, and quality. The Best Interest of the Child aligns with SLC's emphasis on students' rights to learn; Inclusive Education connects with publicness and learning for all; Participatory Methodology corresponds with collaborative learning and listening; Partnership & Networking and Respect for Community of Life relate

to community engagement; and Innovation & Creativity and Quest for Excellence support continuous improvement and professional development. In contrast, A Spiritual Vision represents a distinctive foundation of Montfortian identity without a direct SLC counterpart. The synthesis yields eight guidelines for Catholic schools: establishing shared identity-based visions; fostering respectful, listening-centered cultures; promoting collaborative learning; developing professional learning communities; implementing Lesson Study and Open Classrooms; strengthening school–family–community partnerships; extending innovation and excellence to all learners; and establishing data-informed quality systems. The principle is “Preserving Identity, Integrating Processes, and Adapting to Context,” positioning Catholic identity as the foundation of educational values and goals, while SLC provides a framework for enacting these values through collaborative learning, professional development, and continuous school improvement.

Jareeluk Ratanaphan, Thailand

What Happens When the Coach Listens: Evidence of Democratic Dialogue in a Thai Tripartite School Visit

Democracy in school reform is often asserted in policy but rarely evidenced in talk. This paper examines a School Visit practice in Nakhon Ratchasima, Thailand, where a university faculty of education and its network schools enact a "tripartite innovator team": an Innovation Coach (university supervisor), an Innovation Mentor (cooperating teacher), and an Innovation Implementer (pre-service teacher), under the project maxim "Coach to change, change for students, students are the ultimate goal."

We report the first visit of a four-cycle (July 2026) primary school, attended by 70 participants: 24 pre-service teachers, 24 cooperating teachers, 7 university supervisors, 9 administrators, and 6 external experts. The visit unfolded in four phases: Showcase, Best Practice Presentation, Dialogue, and Reflection across early childhood, science, Thai language, and physical education. Notably, the largest groups were the two lowest in the conventional supervisory hierarchy.

We ask a simple question: what do say when the supervisory script of evaluation, correction, and ranking is deliberate participants ly suspended? Three findings emerge. Pre-service teachers voluntarily surfaced difficulties rather than successes: uneven child development, students who understood the content but could not write it, a lesson plan not yet enacted. Coaches and mentors reframed these admissions as shared inquiry rather than individual deficit. And the dialogue generated an agenda absent from the original design: cross-disciplinary collaboration proposed by the teams themselves.

We argue that this repositions the pre-service teacher from an object of assessment to a co-producer of knowledge, precisely at the point where staffroom democracy is enacted.

Keywords: School as Learning Community; dialogue; tripartite innovator team; pre-service teacher; staffroom democracy; Thailand

Session 6 (Room 226)

Kim Min Jung, Korea

The Relationship between Professional Learning Communities and Lesson Innovation in Korean Innovation Schools: A Study of Elementary Schools Practicing “School as Learning Community”

Based on the philosophy of "School as Learning Community"—which pursues public philosophy (classroom opening), democracy (dignity and listening), and excellence (high-level challenge) to ensure that no single student is excluded from learning—this study analyzes the stabilization mechanisms of Professional Learning Communities (PLCs) in three innovative elementary schools in Korea. The analysis of qualitative data reveals that the success of instructional innovation is determined not by linear development but by a dynamic causal structure in which the "network-level circulation of human resources" promotes "teachers' reflective unlearning," which ultimately leads to the "creation of students' co-agency". Furthermore, to alleviate teachers' psychological resistance and the fear of exposing individual vulnerability, this study identifies the necessity of a multi-layered organizational support system—including student learning-centered post-lesson conferences and the reduction of administrative workloads—and proposes a sustainable regional innovation ecosystem.

Waewalee Waewchimplee, Thailand

Parents as Learning Partners: Building a School as Learning Community through Family Language Engagement

A school learning community does not grow only from what happens in the classroom. It also depends on how schools connect with families and how parents are involved in their children's learning. This presentation explores a school-initiated family language engagement project in a Thai early childhood setting, with particular attention to parents' role as learning partners. The research project encouraged parents to see that everyday moments at home can become valuable opportunities for English learning. Rather than expecting parents to have strong English skills, the project focused on building their confidence and helping them use simple activities such as talking, repeating words, sharing stories, and using English naturally in daily routines. The idea of parental language awareness is used to describe this growing understanding of how parents can support their children's language development in practical and meaningful ways. Evidence from parent reflections, interviews, and school observations showed that parents became more willing and confident in supporting English learning at home. Their involvement also helped strengthen the connection between home and school and gave children more opportunities to use English beyond the classroom. From the perspective of School as Learning Community, these findings suggest that parents are more than supporters of teachers. They are part of the learning process itself. When schools create space for parents to participate, learn, and contribute, family engagement can become an important part of a shared learning community. This is especially meaningful in EFL contexts, where parents may initially feel that limited English is a barrier to involvement.

Krongjit Vanitchawan, Chonticha Nuamphummarin, Atiwit Siengkiw, Somkid Vanjumnong, Ussaraporn Tavera, Angkana Saarddee, Sumantana Malaithong, Niknisa Sompud, Jatupol Sangwanglao and Kornkanok Lertdechapat, Thailand

Toward Collaborative Instructional Supervision: From Conventional Supervision to School as a Learning Community

Although instructional supervision has moved beyond teacher evaluation toward collaborative professional learning, we still know relatively little about how this shift unfolds as schools develop over time. This study addresses these gaps by examining the transformation of instructional supervision from conventional supervision to the alignment of

the School as Learning Community approach. This study employed a qualitative longitudinal case study in a private school in Bangkok to examine the transformation of instructional supervision through interviews, observations, document analysis, and thematic analysis. The findings reveal a three-stage transformation in instructional supervision. In the first stage, supervision followed a conventional model involving peer teachers, heads of department, and external experts, with the primary focus on evaluating teaching quality despite opportunities for professional exchange. The teachers felt uncomfortable to be criticized and evaluated. In the second stage, supervision was reframed through Lesson Study, where teachers, colleagues, and knowledgeable others collaboratively planned lessons and examined student learning, shifting the focus from evaluating teachers to understanding how students learned. Although the individual lessons were improved, school-wide collaboration was required. In the third stage, supervision evolved into a whole-school approach. The school administrator team and SLC core teams jointly planned open classes for innovation-oriented classes, anticipated student responses, observed selected learners, collected learning evidence, and reflected on students' learning to improve lesson design and promote more inclusive learning opportunities. Overall, instructional supervision shifted from teacher evaluation to an evidence-informed process that supported both teacher and student learning. Despite the transformation of supervision, the implementation remained challenging because of teachers' mindset to be supervised, large class sizes, limited time for collaborative reflection, and difficulties in designing learning tasks that engaged all students. Further studies may explore how educational leaders could promote school-wide collaborative supervision and continuous professional learning.

Session 7 (Room 227)

Sirinat Jongkonklang, Thailand

When the Network Talked Back: Contestation as the Test of a Democratic Staffroom

Networks are easy to declare and hard to test. This paper proposes one test: what happens when the schools disagree?

We examine a professional learning community meeting (June 2026) convened by a Thai university's faculty of education for its network of 17 partner schools, held in five parallel subject rooms. Schools were implementing a shared innovation, PISA-based lesson design coupled with a 5D coaching cycle, through tripartite teams of a university supervisor, a cooperating teacher, and a pre-service teacher.

Rather than reporting compliance, we catalog contestation. Cooperating teachers stated publicly that the innovation did not fit their children (Grade 1–3 pupils who could decode but not comprehend), did not fit their schools (a lesson relying on handmade media in a school committed to AI, which left the room silent), was not yet finished (instruments the university had not released, which teachers marked “uncertain”), and competed with the teaching that actually had to happen. The university conceded on each point. It confirmed the “uncertain” marks were correct, adopted school lesson-plan formats over its own, reduced the required number of plans, and accepted video in place of site visits. The schools rewrote the innovation.

Two mechanisms made this possible: teachers were formally positioned as expert validators of the university's instruments, and classroom research is co-authored by all three roles, distributing epistemic authority and academic credit, not merely invitations to speak.

We close with a developmental agenda: how a network sustains such candor alongside the recognition systems that also motivate participation.

Keywords: professional learning community; university–school network; contestation; tripartite team; epistemic authority; Thailand

Kuldeep Kaur and Mamta Garg, India

Examining the non-negotiables of Democracy for India's Gen-Z

Democracy is a universally recognized ideal (Inter-Parliamentary Union, 1998). It is not merely a system of government but a normative framework grounded in principles of equality, freedom, justice, human dignity, participation, and accountability. While young people are not well represented in formal politics, they are a politically active group who demand good governance and social justice (GEM report 2026: Lead With Youth). Although scholarship has focused on their political participation, civic engagement, and institutional trust but relatively less attention has been given to what young people consider negotiable versus non-negotiable within a democratic framework. This distinction is significant because while democracy must accommodate disagreement, diversity of opinion, and compromise, it simultaneously demands unyielding adherence to certain fundamental principles and structural safeguards. Youth, specifically Gen Z is moving from schools to higher education institutes and entering the workforce. Their personal, social, political, economic, psychological patterns are being widely scrutinized. Their attitude towards democracy has generally been classified as passive appreciation or dismissive detachment or even hostile dissatisfaction. But these categories may not completely reflect the churning that's currently shaping the Gen Z's attitude, intentions and actions about and for democracy, democratic principles and democratic values. The present study examines these shifts based on the responses of 80 secondary school students using exploratory mixed-method design involving a structured questionnaire and focus-group discussions. The study considers both their cognitive understanding of democracy and their normative orientations moving beyond the conventional binary of support for or dissatisfaction with democracy and develop a more nuanced understanding of emerging democratic consciousness among Indian Gen Z. The study is expected to contribute to democratic citizenship education, pedagogical practices that merit greater attention in educational and civic processes for sustaining a resilient democratic culture in India, thus holding particular significance for teachers, school administration and policy makers.

Wichaya Pewkam, Thailand

3C Continuum: A Formation Pathway toward School as Learning Community in the Pre-Service Teacher Classroom

This article presents the formation of the School as Learning Community (SLC) concept within a Thai language teaching methods classroom of 61 pre-service teachers, through the 3C Continuum innovation — Co-learning, Co-creation, and Collaboration — which reflects the three core philosophies of SLC (publicness, democracy, and excellence) at every stage. The Co-learning stage began with observing primary-school classrooms as case studies, opening a public learning space (Open Classroom) in which pre-service teachers distilled lessons together on an equal footing, laying a foundation of trust before moving to the next stage. In the Co-creation stage, pre-service teachers conducted fieldwork in their own home communities, jointly generating knowledge with community members as external stakeholders to expand the learning space into the public sphere, with every home area regarded as equally valuable, and used this to design Thai-language content and learning activities for primary school students — elevating their role from "observer" to "co-creator of knowledge with the community." The Collaboration stage culminated in pre-service teachers working together within their own group to produce storybooks reflecting local identity and educational equity, conducting actual micro-teaching trials, and giving one another reciprocal feedback to continuously improve the quality of the work.

The findings indicate that the 3C Continuum innovation affected pre-service teachers' ability

to design instruction in the role of Learning Designer at a very good level, reflecting that this process not only concretely drives a pre-service teacher classroom to form as a School as Learning Community consistent with Sato's philosophy in every dimension, but also sustainably strengthens teacher competencies that are attentive to local context and educational equity.

Keywords: School as Learning Community, 3C Continuum, Learning Designer, Pre-Service Teachers, Educational Equity

Online Sessions

Yeji Hall 2F: Room 201, 202, 203

Session 8 (online)

Kiiko Yelens, Kazakhstan

Enacting Democracy in English Language Classrooms: Developing Research Skills through Text Interpretation Strategies for Academic Writing

This presentation explores how research skills can be developed through text interpretation strategies in English language classrooms within the framework of School as Learning Communities (SLC). The study emerged from the need to address challenges identified through school-based assessments and international studies, which revealed difficulties in students' analytical reading and academic writing performance. In response, a structured text interpretation model was introduced to support learners in moving from understanding a text to constructing evidence-based written responses.

The model engages students in a collaborative process of inquiry that includes identifying main ideas, analyzing supporting details, interpreting meaning, and reflecting on their learning before producing an academic essay. Through dialogue, guided questioning, and shared reflection, students learn to justify their opinions, make connections, and develop deeper understanding of texts. Teachers, in turn, continuously refine instructional practices by listening to students' experiences and examining learning evidence together.

Grounded in the principles of SLC, this approach promotes democratic learning by providing clear learning pathways, transparent criteria, and scaffolded support that enable all students to participate successfully regardless of their prior achievement levels or socio-economic backgrounds. The focus on collaboration, reflection, and equitable access to learning opportunities helps create inclusive classroom communities where every learner can engage in meaningful inquiry.

Findings indicate that text interpretation strategies not only strengthen academic writing and analytical thinking but also foster learner agency, confidence, and participation. The study demonstrates how equitable and inquiry-based pedagogies can contribute to the development of research competencies while supporting the vision of schools as collaborative learning communities.

The methods of this study included literature analysis, observation, interviewing, and comparative analysis. The study showed the effectiveness of this approach, however, some shortcomings were also identified in achieving the criteria for academic writing. At the end of the study, the author gives recommendations for eliminating the shortcomings of using the model successfully.

Key words: lesson study, learning community, text analysis, writing

Loh Bi Yi, Malaysia

Enacting Digital Democracy through Chinese Language Learning: Connecting Classrooms, Homes and Communities through Collaborative Inquiry

How can Chinese Language learning become a space where pupils are heard, involved and connected beyond the classroom? This presentation shares a practical case from a multilingual and multicultural primary school in Malaysia, where Chinese Language is learned

by pupils from diverse linguistic and cultural backgrounds. Through the School as Learning Community (SLC) approach and collaborative inquiry, teachers explored ways to make Chinese Language learning more interactive, inclusive and student-centred. Digital tools were used to connect classroom learning with pupils' homes and the wider school community, providing opportunities for pupils to express ideas, collaborate, create and reflect on their learning. The presentation also highlights the emerging use of Artificial Intelligence (AI) as a supportive tool for learning and teaching. Rather than replacing teachers, technology and AI were used to enhance interaction, creativity and learning opportunities according to pupils' needs. This practical experience suggests that digital democracy in education is not simply about using technology. It is about creating spaces where pupils have a voice, teachers learn collaboratively, and families and communities can become part of the learning process. The case demonstrates how Chinese Language education can contribute to SLC by promoting participation, inclusion, collaboration and meaningful learning in a diverse Malaysian primary school context.

Keywords: School as Learning Community; Digital Democracy; Chinese Language Education; Collaborative Inquiry; Student Voice; AI

Nofrion, Indonesia

The Implementation Of Case-Based Reflective Learning To Improve Basic Teaching Skills In A Micro Teaching Course

The development of basic teaching skills is an essential component of teacher education, particularly in Micro Teaching courses that provide prospective teachers with opportunities to practice, evaluate, and improve their instructional competencies. However, conventional teaching practices often provide limited opportunities for students to critically reflect on their teaching experiences and develop appropriate responses to authentic classroom situations. This study aims to examine the implementation of case-based reflective learning to improve students' basic teaching skills in a Micro Teaching course. The study was conducted at Universitas Negeri Padang during the January–June 2026 semester and involved 50 students enrolled in the Micro Teaching course. A mixed-method approach was employed to obtain quantitative and qualitative data. Quantitative data were collected through observation sheets assessing students' teaching practices, while qualitative data were obtained through learning reflection sheets completed by the students. The learning process involved the presentation and analysis of teaching cases, individual and group reflection, identification of problems in teaching practices, development of alternative instructional strategies, teaching practice, and reflective evaluation. The observation focused on students' basic teaching skills, including questioning, reinforcement, variation in teaching, explaining, classroom management, teaching individuals and small groups, opening and closing lessons, and guiding group discussions. The findings indicate that the implementation of case-based reflective learning contributed to the improvement of students' basic teaching skills. The reflection data further revealed that students became more aware of their strengths and weaknesses, were able to identify problems encountered during teaching practice, and developed alternative strategies to improve subsequent teaching performance. These findings suggest that integrating case analysis with systematic reflection can provide meaningful opportunities for prospective teachers to connect theoretical knowledge with teaching practice while developing critical, reflective, and adaptive teaching competencies. Case-based reflective learning is therefore a promising approach for strengthening the pedagogical preparation of prospective teachers through Micro Teaching courses.

Keywords: case-based learning, reflective learning, basic teaching skills, Micro Teaching, teacher education, prospective teachers

Fariha Fatima, India

School as Learning Community for Conflict-Affected Students: From Educational Disruption to Educational Recovery

Conflict and violence pose significant challenges to students' access to and experiences of education worldwide. As a particularly vulnerable group, students often face multiple and interconnected challenges during and after periods of conflict. Educational disruption is one of the most immediate and significant consequences, manifested through prolonged school closures, displacement, interrupted learning, irregular attendance, limited access to educational materials and resources, psychological distress, and an increased likelihood of dropping out. Moreover, exposure to unsafe, unstable, and traumatic environments can hinder students' participation and engagement in learning, while also negatively influencing their emotional, social, and overall well-being. This review paper draws on secondary sources, including empirical studies, research literature, and relevant reports, to synthesize evidence on educational disruption and recovery in conflict-affected settings. Evidence indicates that educational recovery requires more than restoring school infrastructure and access; it also depends on community participation, teacher support, resource mobilization, and collaboration among schools, families, communities, and other stakeholders. These elements align closely with the school as learning community approach, which brings together different members around a shared school ethos grounded in learning, caring relationships, shared values, dialogue, collaboration, and participation. As a learner-centered approach, it promotes inclusive and equitable education through collaboration among all stakeholders. Such an approach enhances learning, strengthens social inclusion and relationships, and fosters students' well-being, particularly among marginalized students. These benefits become particularly important in conflict-affected settings where schools need to function as strong, inclusive learning communities that extend beyond academic instruction to provide safety, belonging and social and emotional support. Conflict also weakens students' trust in others and social institutions; however, Schools as Learning Communities can support the restoration of students' trust and faith in democratic values through interdependent relationships and collaborative learning. As conflict disrupts learning, social networks, and wellbeing, greater and sustained support is essential to address students' academic and psychosocial needs and to foster hope, resilience, learning and recovery.

Key Words: conflict, educational disruption, educational recovery, collaborative learning, students' wellbeing

Session 9 (online)

Preamyuda Soodjam, Pitchuda Nuamnongboon, and Adisorn Khaosa, Thailand

Promoting Student Voice in Thai Language Classrooms through School as Learning Community

Literature-based Thai language instruction integrated with inquiry-based learning provides opportunities for students to ask questions, exchange knowledge and ideas through reasoned discussion, and learn from one another. Such learning experiences are fundamental to creating a learning environment that respects differences and promotes

active participation. However, content-centered instruction may limit students' opportunities to engage meaningfully in classroom learning. This study therefore applied Manabu Sato's concept of School as Learning Community (SLC) through the school's vision, mission, goals, and learning activities within the framework of the Thai school curriculum. The approach aimed to foster collaborative learning among teachers and students through collaborative lesson design, open classrooms, observation of student learning, and evidence-based reflection.

The objectives of this study were to: (1) develop an SLC-based approach to support interest-driven learning in Thai language classrooms; (2) investigate the collaborative inquiry processes of teachers and students that support the emergence of student voice in Thai language classrooms; and (3) examine students' participation, expression of ideas, and ownership of learning in Thai language classrooms within the SLC approach. The participants comprised 2 school administrators, 5 Thai language teachers, and 94 secondary school students, totaling 101 participants.

The process began with school administrators and teachers collaboratively analyzing learning-related problems, designing inquiry-based learning activities, and examining the quality and appropriateness of the instructional content and design. Open classrooms were then conducted to enable collaborative observation of student learning, classroom interactions, and students' expression of ideas. Evidence from the classroom was subsequently used for collaborative reflection and further improvement of teaching and learning. This process involved two interconnected dimensions of inquiry. Teachers engaged in collaborative inquiry to improve instruction through lesson design, observation, and reflection, while students engaged in inquiry through questioning, dialogue, exchanging ideas, reasoning, and collaboratively constructing meaning in Thai language classrooms. Data were collected from learning-community meeting records, Thai language lesson plans, observations of classroom instruction and interactions, teachers' reflective records, and students' post-learning reflections.

The findings revealed that: (1) the development of SLC engaged school administrators and teachers in collaboratively analyzing learning problems, designing and improving lessons, opening classrooms, observing student learning, and reflecting together, with evidence of student learning used to inform lesson improvement; (2) collaborative inquiry connected teacher learning with student learning, as learning activities grounded in students' problems and interests, together with questioning and dialogue, created opportunities for students to exchange ideas, provide reasons, respond to others' perspectives, and collaboratively construct meaning; and (3) students demonstrated participation in learning, expressed their ideas, and engaged with topics of personal interest, while also demonstrating ownership of their learning. The findings suggest that connecting teachers' collaborative inquiry with students' inquiry through open classrooms and evidence-based reflection can create spaces for student voice within Thai language learning and support collaborative learning in accordance with the principles of School as Learning Community.

Wiriya Mosan and Yoothapichai Khathippatee, Thailand

Understanding How a School as Learning Community Nurtures Students' Willingness to Engage in Mathematical Problem Solving

School as Learning Community (SLC) conceptualizes classrooms as learning communities in which students construct knowledge through dialogue, mutual relationships, and collaborative inquiry. Although previous studies have demonstrated that SLC promotes collaborative learning and improves classroom practices, limited research has explained how students gradually develop the willingness to engage in mathematical problem solving through collaborative learning. Understanding this developmental process is important for

explaining how students become active participants in mathematical learning.

This study aimed to explain how a School as Learning Community nurtures students' willingness to engage in mathematical problem solving. A qualitative case study was conducted in a Grade 6 mathematics classroom involving fifteen students in a small primary school in Thailand. The classroom implemented the SLC approach through open-ended mathematical problem-solving lessons. Data were collected through classroom observations, video recordings of classroom interactions, students' written work, classroom dialogue, and teacher reflective notes. The data were analyzed using thematic analysis.

The thematic analysis identified four major themes describing the development of students' willingness to engage in mathematical problem solving: (1) learning through listening, in which students began their participation by listening to and observing their peers' mathematical ideas; (2) expressing mathematical thinking, as students gradually developed the confidence to share and explain their own ideas through classroom dialogue; (3) co-constructing mathematical understanding, in which students collaboratively discussed, refined, and extended mathematical ideas; and (4) voluntary engagement in mathematical problem solving, where students demonstrated persistence in approaching mathematical problems, actively participated in discussions, and justified their mathematical reasoning without relying on direct teacher guidance.

The findings suggest that students' willingness to engage in mathematical problem solving is not an individual characteristic but a socially nurtured process developed through participation in the culture of a learning community. This study extends the theoretical understanding of School as Learning Community by proposing students' willingness to engage in mathematical problem solving as an important pedagogical mechanism linking collaborative learning with meaningful mathematical learning.

Valentina Gainanova and Azhar Altybayeva, Kazakhstan

Enhancing Students' Interaction through Collaborative Learning and Values

Collaborative learning is highly significant in the process of teaching. It allows students to be active during lessons. Moreover, it develops skills such as communication and interaction with their peers.

This study explores how collaborative learning activities enhance students' interaction and communication skills while fostering essential social values such as respect, responsibility, and empathy. Collaborative learning is a widely recognized method to support students' interaction and academic performance. This research focuses on four sub-questions, which are based on the implementation of values, interaction, communication, and their integration. Findings of the research indicate that collaborative learning increases the frequency and quality of students' interaction, develops key communication competencies, and improves positive social values.

The results of the survey, which was distributed among 45 students, showed that approximately 14–15 out of 45 students (32%) demonstrated increased participation during group tasks, about 11–12 students (25%) showed improved clarity and turn-taking in communication, and around 9 students (20%) demonstrated stronger values of respect and responsibility.

The qualitative results demonstrated that working collaboratively makes students feel safer, more engaged, and less stressed. Students believe that collaborative learning and fostering core values of respect, responsibility, and empathy make lessons engaging, interactive, and more productive.

Key words: Collaborative learning, students' interaction and communication, values of respect and responsibility, communication competencies

Kenenbayeva Ainur, Kenenbayeva Gulnur, Kenenbayeva Dinara, Surunbayeva Aigerim and Kozbagarova Bazila, Kazakhstan
Developing Students' Non-Cognitive Skills through Interdisciplinary Collaborative Inquiry in Democratic Learning Environments

This study explores how interdisciplinary collaborative inquiry can foster students' non-cognitive skills within democratic learning environments. Grounded in the principles of School as Learning Communities (SLC), the study views classrooms as spaces where students and teachers actively participate in dialogue, shared decision-making, inquiry, and collective learning. The research brings together Physics, Mathematics, Kazakh Language, and English Language through interdisciplinary inquiry-based learning (IBL) activities designed around authentic, problem-based contexts.

The study adopts an Action Research approach involving teachers from the four subject areas and secondary school students. Through iterative cycles of planning, implementation, observation, and reflection, teachers collaboratively design and refine interdisciplinary learning experiences. Students work in diverse groups, formulate questions, investigate real-world problems, analyse evidence, communicate their ideas, and present solutions. Particular attention is given to the development of non-cognitive skills, including collaboration, communication, self-regulation, responsibility, resilience, and respect for diverse perspectives.

Data are collected through classroom observations, student reflections, collaborative tasks, teacher reflections, and selected student artefacts. The analysis focuses on changes in students' participation, interaction, ability to work collaboratively, willingness to express and consider different perspectives, and capacity to regulate their learning processes.

The study aims to demonstrate that interdisciplinary IBL can serve not only as an approach to integrating subject knowledge but also as a means of creating a democratic learning environment in which students have voice, agency, and shared responsibility for learning. Collaborative inquiry among teachers further supports professional dialogue and collective reflection, strengthening connections between classrooms and the wider school learning community.

The findings are expected to contribute to the understanding of how interdisciplinary collaborative inquiry can support the development of non-cognitive skills and promote a culture of democratic participation. The study argues that when students and teachers learn with and from one another, schools can move towards becoming genuine learning communities where collaboration, dialogue, agency, and shared responsibility are embedded in everyday educational practice.

Session 10 (online)

Juan Alberto Padilla Maldonad, Mexico

From Sanction to Accompaniment: Democratic Discipline and the Continuity of Learning in Response to Cyberbullying in Upper Secondary Education. A Mexico–Argentina Comparison

A school that removes the student it was meant to teach has already stopped being a community. Cyberbullying among adolescents places that risk at the centre of school life. Faced with harm that begins on personal devices, outside school hours and beyond the school gate, legislators in both countries have responded quickly and in the grammar of punishment: the Education Act of Nuevo León, Mexico (Decree 205, 2026) and Act 9,682 of

Mendoza, Argentina (2025) widen the reach of school authority over digital conduct while leaving its limits, and its purpose, largely undefined.

This paper proposes a different reading, drawn from comparative legal and pedagogical analysis of both jurisdictions and from the daily experience of a public upper secondary school in Nuevo León. The school holds no autonomous punitive power over what students do beyond its walls; it does hold positive duties — to prevent, to protect, to listen, and to guarantee a fair hearing. Limits and duties are not opposites. Taken together they move the institutional response from exclusion towards accompaniment: measures that are proportionate and formative, continuity of learning for every student involved, and repair of the relationship the harm has broken.

The staffroom is where that shift is decided. The paper therefore asks what the change requires of teachers: collegial deliberation on each case rather than automatic protocol, listening as the first response rather than the last resort, and professional learning that treats discipline as a pedagogical question and not an administrative one. Suspension removes a problem from the classroom; it teaches no one anything. What lies ahead is the work of building responses that keep the student inside the community that must mend itself alongside them.

Yoothapichai Khathippatee and Wiriya Mosan, Thailand

Open Class as a Democratic Third Space: Fostering Professional Collegiality through Triadic Inquiry

This qualitative case study aims to reduce deficit thinking towards learners and bridge the gap between theory and practice by creating a third space within contemplative supervision. The researchers applied the Transformative Lesson Study Incorporating Open Approach (TLSOA) model over 8 weeks in an elementary school within a School-University Partnership (SUP) network in northeastern Thailand (Inprasitha, 2022). They purposively selected eight key informants to form a tripartite team. This team comprised 2 student teachers, 4 mentoring teachers, and 2 university supervisors. Participants collaborated under the principle of the authority of not knowing which stimulated open inquiry and reduced hierarchical power dynamics (Khathippatee, 2025). Data collection involved video recordings and traces of student thinking. The researchers then analysed the data using thematic analysis.

The results show that the third space supports an epistemological shift in student teachers. These teachers transitioned from focusing on student errors through introspective thinking to diagnosing student thinking through contemplative thinking. Student teachers began to interpret unexpected student responses as intellectual capital and early scientific behaviours, rather than viewing them as failures. This supervision process produced double-loop learning, which altered both teaching techniques and professional identities. As a result, student teachers shifted their roles from knowledge transmitters to co-inquirers in the learning process.

The study indicates that supervision within the third space acts as a primary mechanism to promote democracy in staffrooms and social justice. This process reduces the educational opportunity gap by encouraging teachers to recognise and build upon the actual potential of all students. These outcomes align directly with the core objectives of the School as a Learning Community (SLC) (Saito, 2018).

Atraju Kanan Ramdas, Singapore

Protecting the Space: The Challenges of Enacting School as Learning Community in a Singapore School

Singapore schools do not lack structures for teacher collaboration. Professional Learning Communities have been national policy for more than fifteen years. Time is timetabled, teams are formed and the work is reviewed. Enacting School as Learning Community still proved difficult, and not because teachers were unwilling to work together.

This is a first-person account of nine years in one Singapore primary school, from two positions. I led the work as Head of Department for Mathematics and later as Vice-Principal. It draws on documentation from successive cycles of collaborative inquiry, on reflections written at the time and on the accounts of colleagues who carried it with me.

Two challenges recur.

The first came from above. A centralised system generates a steady stream of national initiatives, each legitimate, each addressed to the same teachers. SLC did not compete with resistance to collaboration. It competed with everything else the school had been asked to do well that year, for the same curriculum time and under the same parental and examination pressure.

The second came from within. As a middle leader I held responsibility for the reform without control of what would have made it possible: the timetable, deployment and what lesson observation was understood to mean. I translated SLC into the language of whatever national priority was current, so that teachers read it as the work rather than an addition to it.

Becoming Vice-Principal changed the problem rather than solving it. I now held those levers. The question became which existing priorities to stop, and whether I would remove something to protect this.

School as Learning Community enters a school as one more demand and endures only when leadership converts it into something teachers experience as support. Democracy in the staffroom has to be protected by someone with the authority to protect it.

URLs for Online Attendees

Language: English

DATE	TITLE	TIME	ZoomURL	Meeting ID	Password
Oct-16	School Visit	10:00-16:30	https://us02web.zoom.us/j/88423065499?pwd=XFVdLeNi6tZMjnwYk1TSvSyf22YG87.1	884 2306 5499	530961
Oct-17	Keynote Day1	09:30-18:30	https://us02web.zoom.us/j/81929618509?pwd=a2rlq6c3iUtAPULrneoGjSrQWPaRuq.1	819 2961 8509	684722
Oct-18	Keynote Day2, Symposium A, Closing Remarks	09:00-16:30	https://us02web.zoom.us/j/84566589804?pwd=ea3PiNwasXyXPZUzEwKu7VfQKqGbC9.1	845 6658 9804	705097
Oct-18	Symposium B	13:00-14:40	https://us02web.zoom.us/j/89795632364?pwd=1JHplJyyzjZALJFs669UMzdm4bH0Yj.1	897 9563 2364	070374
Oct-18	Session 1	14:30-16:00	https://us02web.zoom.us/j/85016966398?pwd=RJCUC5VHZRyv2m4KFiPhphabx08MbU.1	850 1696 6398	940080
	Session 2	14:30-16:00	https://us02web.zoom.us/j/87172096752?pwd=wkA1HbNsXZzqejU8a4IUSN72WEpZmH.1	871 7209 6752	057610
	Session 3	14:30-16:00	https://us02web.zoom.us/j/83177040070?pwd=wOPXeBaj473nCu5QOtE6H0CfigeWsT.1	831 7704 0070	311180
	Session 4	14:30-16:00	https://us02web.zoom.us/j/86996464189?pwd=OoPgN6u3bE00uHF7b5B38OSaQDwrrX.1	869 9646 4189	253925
	Session 5	14:30-16:00	https://us02web.zoom.us/j/89664924933?pwd=0Tvs3oClicmxR13iQ1la82PEGtbQsF.1	896 6492 4933	319325
	Session 6	14:30-16:00	https://us02web.zoom.us/j/82734843024?pwd=imkBKlSrBicMu4LK3MLBQXeBn4YWw1.1	827 3484 3024	945978
	Session 7	14:30-16:00	https://us02web.zoom.us/j/84540776029?pwd=ISBJfbcQSi2R29YX8D7gUn5GxmnuX.1	845 4077 6029	536711
	Session 8 (online only)	14:30-16:00	https://us02web.zoom.us/j/86077092894?pwd=zlXS5FxfOSShCQwEi4voHdDWPEA3mb.1	860 7709 2894	613786
	Session 9 (online only)	14:30-16:00	https://us02web.zoom.us/j/85307263983?pwd=bS8ywZ2F6OlkWekY3lk5cH055ssKN0.1	853 0726 3983	478747
	Session 10 (online only)	14:30-16:00	https://us02web.zoom.us/j/87953710595?pwd=DaaU1OwJrgiABB4F9Ap41J1O7zGfo9.1	879 5371 0595	274115